THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. VALLABHBHAI RAMJIBHAI KATHIRIA): (a) The main thrust of the Scheme of Assistance for Strengthening of Culture and Values in Education is strengthening cultural and value education inputs in the school and non-formal education system and strengthening the in-service training of art, craft, music and dance teachers. The impact of these programmes as envisaged in the scheme is to bridge the schism between the formal system of education and India's rich and varied cultural traditions and to eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.

(b) Yes sir.

Evaluation of teachers' training courses

1794. SHRI R.R GOENKA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the RK. Kaul Committee set up to evaluate the teachers' training courses and to suggest ways to make the teachers' training outward looking and more effective for upgrading the education system which may equip the students to meet the requirements of competitive global market has submitted its report; and

(b) if so, the details of major recommendations of the Committee and the action taken/proposed to be taken thereon?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI ASHOK PRADHAN): (a) Yes Sir.

(b) The Committee has submitted two interim reports and a final report. The first interim report contains recommendations for streamlining the administrative procedures for considering applications for recognition of institutions, application of manpower planning principles while granting recognition to institutions and introduction of a rating system for institutions for maintenance of quality and standards in teacher education. The second interim report recommends the strengthening of the Council.

The final report recommends strengthening of the Council both in qualitative and quantitative terms, modifications in the regulatory

arrangements with some changes in the Act itself, evolving the Council as a focal center for all teacher education related activities. The report also deal with the academic recommendations related to maintaining quality pedagogy in schools, provision of inputs for learner centered pedagogy in pre-service and in-service training, development of competencies related to inclusive education as part of the core competencies for student teachers and vesting the overall responsibility of coordinating in-service training with the Council.

With regard to the teacher training programmes like B.Ed., M.Ed., B.P.Ed, etc., which require affiliation with the Universities and recognition by the NCTE, the Committee has recommended laying of a broad framework of teacher education programmes by the NCTE, a system,of common application forms and joint inspection to avoid duplication of functions between the two bodies.

The NCTE is already implementing some of the recommendations made by the Committee in its first interim report. The other recommendations, are currently under examination in the Government.

Guidelines of CBSE to appear in Board Exams

†1795. SHRI MUNAVVAR HASAN: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is fact that in spite of CBSE declared it as improper, many students of 10th and 12th classes in Kendriya Vidyalaya, Delhi have not been allowed to appear in forthcoming boards examination of March, 2003 on the basis that their performance in pre-board examination is not upto the mark;

(b) if so, Examination-wise and stream wise details of such Vidyalayas and students; and

(c) the reason for taking such improper step by Kendriya Vidyalayas?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. VALLABHBHAI RAMJIBHAI KATHIRIA): (a) No, Sir.

(b) and (c) Questions do not arise.

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†Original notice of the question was received in Hindi.